

Collaborative Co-Teaching: Moving from Information to Implementation MELL Conference Nov. 19, 2010

Presenters:

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Today's Purpose:

- Review the basic co-teaching models: what are they, when should you use them, pros & cons.
- Identify road blocks to co-teaching and how to get around them.
- Learn to maximize your planning time.
- Develop an action plan to follow as you merge onto the co-teaching highway.



Who's here?



- Stand up if you are an administrator.
- Stand up if you are an ESL Teacher.
- Stand up if you are a mainstream teacher.
(what grade/content?)
- Stand up if you are an ESL paraprofessional.
- Stand up if you are here with a co-teacher (or if you are here with a group from your school).
- Stand up if you have not done so already.

Co-Teaching Roots



Co-teaching was originally developed with special education children in mind.

Mainstreaming was increasing in order to place students in the least restrictive environment possible.

Marilyn Friend is a pioneer in developing co-teaching models and methods. Many of the ideas presented today come from her work.

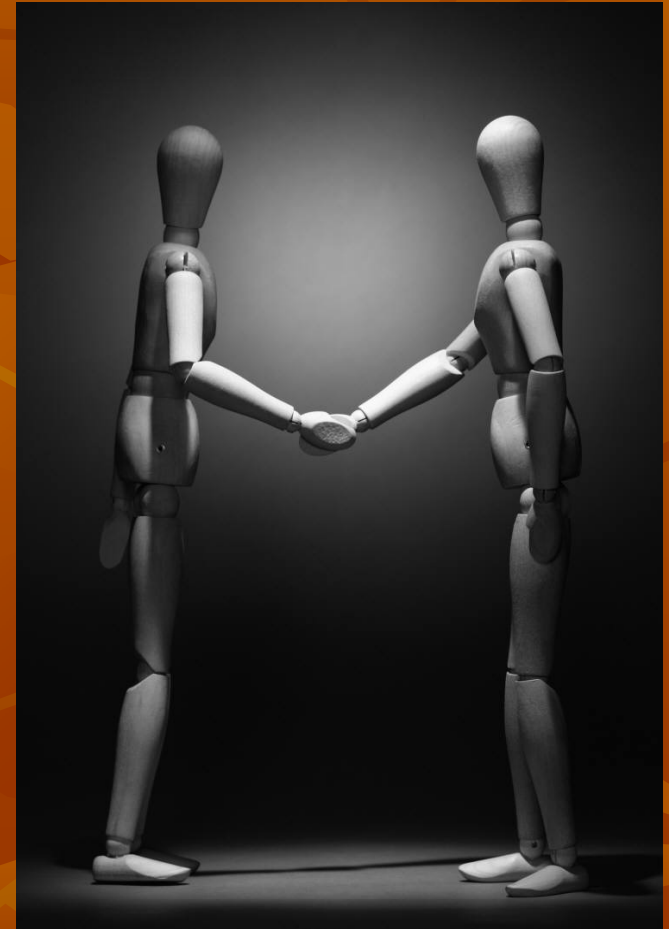
Why Co-Teaching



- To provide more contextualized and less fragmented individualized instruction in a general education environment.
- To reduce the stigma attached to pull-out programs.
- To ensure access to the core curriculum with appropriate accommodations.

Typical Co-Teaching Models

- One Teach – One Assist
- One Teach – One Observe
- Parallel Teaching
- Alternative Teaching
(large group/small group)
- Station Teaching
Center Teaching
- Team Teaching



The Co-Teaching Models Defined



Activity Directions:

- Find the chart that matches your card and complete the chart as a group.
- Give example(s) of when to use the model.
- List some benefits & challenges of the model.
- Be prepared to share with the group (we will choose who shares!)

Level of Implementation

- Based on your knowledge of the co-teaching models and your previous experience, rate your level of implementation of the six models (never use, sometimes use, use frequently).
- Place one sticky note on the continuum below each model to indicate your level of implementation of that model.

Getting Started



- Co-Teaching doesn't just happen. It is a slow process and should be implemented gradually.
- A successful co-teaching team requires parity, communication, respect and trust. Relationship building provides the necessary foundation for successful co-teaching.

Things to Consider Beforehand

- Planning time: when and where and how
- Classroom noise level tolerance
- Instructional and organizational routines
- Discipline procedures for the classroom
- Student evaluation, including grading
- Teacher chores (grading, duplicating, prep-work, etc.) Who does what?
- Pet Peeves
- Conflict resolution procedure

Moving from Information to Implementation

Learning the models is the easy part of co-teaching.

Have you hit a brick wall?
Are you facing resistance?

Don't worry, as you know,
walls can come down!



Problem Solving: Knock the Wall Down!

Activity Directions:

- Each person in your group has a different card.
- Find the person with the same color card as you. That is your partner.
- On the back of your card is a situation you may encounter as a co-teacher. With your partner, decide how you would handle the situation.
- The 'green' pair will act out their scenario and the 'red' pair will provide feedback.
- Next, the 'red' pair will act out and the 'green' pair will provide feedback.
- At the signal, you and your partner will shift to work with another pair.

Problem Solving, continued



- Red pair, move and find a new green pair to work with.
- Green pair, move and find a new red pair to work with.
- Repeat the process with your new group.
- Take time to change or improve how you would handle your scenario.

Problem Solving: Knock the Wall Down!

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Planning: Essential, But Elusive

We all know that planning is the cornerstone of good teaching. For co-teaching to be effective, the co-teachers must plan together.

When can this be accomplished?

Macro Planning and Planning on the Fly

Macro-planning

Periodic, high quality planning time in which co-teachers plan ahead and create an outline of instruction for extended periods of time (2-4 weeks or more)*

*Marilyn Friend

When?

- Early planning in the summer
- Compensated after-school time
- Alternative use of PD time
- Use of substitute teachers
- Collaboration among staff
(I'll cover you, you cover me)
- Common planning time
- Early dismissal days

Planning on the Fly:

A Supplement to Macro Planning



If you do macro planning, planning on the fly can be used effectively to fill in the details give teachers a chance to touch base and adjust as needed.

When?

- Electronically (e-mail, etc.)
- Warm-ups (5 min. at the beginning of the period)
- Review and Predict
- Passing Period Prepping
- Instructional Videos
- Lunch

Planning: Rules & Regs

Because planning time for co-teachers is so limited, teachers should maximize their planning time by using it as wisely as possible.

A Few Suggestions:

- Create norms
- Have a purpose
- Come prepared
- Use an agenda or planning notebook
- Use an agenda or planning notebook
- Toot your own horn!



Next Steps...



Developing a plan of action to implement co-teaching at your school:

- 1) Think of what we have discussed today.
- 2) Use the handout to sketch out your ideas for implementing and/or improving.

Did we....



- review the basic co-teaching models?
- identify roadblocks to co-teaching and how to get around them?
- learn to maximize planning time?
- develop an action plan for you to follow at your school?

Thanks for participating!!

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